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| ***Teacher: Lincoln DeMoura*** | | | ***Subject: Honors ELA*** | | | | ***Grade: 6*** |
| ***Learning Goals: Foster the general understanding of Symbols. Promote development of critical thinking skills.*** | | | | | | | |
| ***Standards SCELA/Common Core*** | **Reading and interpreting literary text adheres to:**  [CCSS.ELA-Reading literary text (MC) Standard 5](http://www.corestandards.org/ELA-Literacy/L/11-12/1/)  5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **Creation of podcast to relay summary of interpretation adheres to:**  [CCSS.ELA-Reading literary text (MC) Standard](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) 6  6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments  **Presentation of podcast and listening to narrative of text adheres to:**  [CCSS.ELA-Reading literary text (MC) Standard](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) 7  7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text. | | | | | | |
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| ***Benchmark(s)*** | **This lesson is intended to allow students to read a work of poetry, interpret this piece of poetry, record an interpretation and narrative of the poem, compare the recording of the interpretation to the literal interpretation, and listen to a reading of the work by the author. This will be accomplished over a two week period.**  **The student will be able to:**    **\*Read and interpret a work of poetry.**  **\*Create a podcast.**  **\*Collaboratively create a project.**  **\*Compare and contrast interpretations.** | | | | | | |
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| ***Indicator(s)*** | **The student will:**  **Read and interpret a work of poetry within a small group setting.**  **Use the interpretation to create a podcast.**  **Collaboratively create a project that chronologically depicts the analysis of the poem.**  **Present their podcasts in class**  **Compare and contrast their interpretation to literal interpretation.**  **Listen to a narration of the poem by the author**  **.** | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***   1. ***Read a work of poetry*** 2. ***Learn the basic structure of a poem*** 3. ***Utilize technology to relay a specific point*** 4. ***Interpret literature effectively*** | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | |
| ***Student prior knowledge and skills:***  **Have learned the basics about language and interpretation of texts. Have been exposed to works of fiction and how authors relay their meaning.** | | | | ***Accommodations for Diversity (if applicable):*** | | | |
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| ***Instructional Procedures: Give each individual group a different Robert Frost poem. Have the small groups interpret a portion of the poem and discuss. Assign that portion to one group member. Record podcast. Play podcast to class. Compare to published interpretations. Play Frost reading poems.*** | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  ***The teaching of Robert Frost is a light and entertaining way to expose students to poetry. The creation of a podcast is to continue the trend of technology in everyday life and the classroom.*** | | | | | | | |
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| ***Teaching Methods:***   1. ***Reading of poetry*** 2. ***Discussion of meaning*** 3. ***Creation of podcast*** 4. ***Narration of literary work*** | | | | | | | |
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| ***Student Grouping:  Small group*** | | | | | ***Interdisciplinary Strategies:***  ***STEM, Technology, History, Science*** | ***Reading Strategies:***  ***Reading done individually, small group, and classroom*** | |
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| ***Resources and Materials*** | | | | | | | |
| ***Written Texts:***  ***Robert Frost poems "Birches," "Stopping by Woods on a Snowy Evening,” and "The Road not Taken"*** | | ***Oral Media:***  ***Robert Frost’s narration of the poetry used.*** | | ***Visual Media:***  ***None*** | | ***Technology:***  ***Home computers/ computer lab*** | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | |
| **Poetry Reading**  **Small groups will be given different poems from Robert Frost, and they will be parsed up appropriately in even segments. The groups will then read and interpret the segments in chronological order for 20 minutes over the span of 5 days.**  **Podcast**  **Individual members of the group will be assigned a segment of the poem that is given to their group. They will create a podcast with the reading of the poetry as well as the interpretation the group came up with for homework.**  **Presentation**  **Each group will present and play their podcast and interpretation. This interpretation will be compared to published interpretation and contrasted. This will take 2 class periods.**  **Narrative**  **The students will listen to each poem as read by Robert Frost. This will take a class period.** | | | | | | | |
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| ***Closing:***  ***Students will be engaged in accomplishing the tasks assigned during the class period. This is with exception to work done at home or in the computer lab.*** | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | |
| **The students will be assessed on their:**  **Cooperation in small groups**  **Interpretation of poetry**  **Effectiveness and organization of podcast**  **Ability to accomplish all assigned tasks in a timely manner**  **Formal examination on the style and interpretation of poetry** | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | |
| **Accommodations will be made as needed.** | | | | | | | |
| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | |
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